

Textbook Alignment to the Utah Core – 6th Grade Social Studies

This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list (www.schools.utah.gov/curr/imc/indvendor.html.) Yes _____ No X

**Name of Company and Individual Conducting Alignment:
Mandie Rosenberg of Practical Strategies Inc, Independent Contractor**

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☐ On record with the USOE.

☒ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): 6th Grade Social Studies Core Curriculum

Title: History of Our World, Survey Edition © 2008

ISBN#: 0132037718

Publisher: Pearson Prentice Hall

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: _____%

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: _____%

STANDARD I: Students identify the sequence of events that led to the establishment of ancient civilizations.

Percentage of coverage in the *student and teacher edition* for

Percentage of coverage not in student or teacher edition, but

Standard I: _____ %		covered in the <i>ancillary material</i> for Standard I: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 1.1: Examine the scientific processes of studying cultures over time.				
a.	Archaeology.	SE/TE: 6–9, 12–13, 45	TR: All-In-One Teaching Resources, Unit 1, Reading Readiness Guide: pp. 9, 13; All-In-One Teaching Resources, Unit 1, Section Quiz: p. 11; Reading and Vocabulary Study Guide, pp. 6–8; All-In-One Teaching Resources, Unit 1, The Iceman, pp. 31–32; All-In-One Teaching Resources, Unit 1, Rubric for Assessing a Writing Assignment: p. 35 TECH: Section Reading Support Transparencies, History of Our World: 53	
b.	Anthropology.	SE/TE: 6–9, 12–13	TR: All-In-One Teaching Resources, Unit 1, Reading Readiness Guide: pp. 9, 13; All-In-One Teaching Resources, Unit 1, Section Quiz: p. 11; Reading and	

			Vocabulary Study Guide: pp. 6–8; All-In-One Teaching Resources, Unit 1, The Iceman, pp. 31–32; All-In-One Teaching Resources, Unit 1, Reading and Vocabulary Study Guide: p. 35 TECH: Section Reading Support Transparencies, History of Our World: 53	
Objective 1.2: Identify the sequence of history in the Fertile Crescent and ancient Egypt.				
a.	Examine how life in the Fertile Crescent changed over time; e.g., hunter/gatherer to agrarian society.	SE/TE: 14–16, 31–33, 36–37	TR: All-In-One Teaching Resources, Unit 1, Reading Readiness Guide: pp. 13, 48; All-In-One Teaching Resources, Unit 1, Reread or Read Ahead: p. 67; All-In-One Teaching Resources, Unit 1, Preview and Set a Purpose: p. 83 TECH: Discovery School Video, The First Great Migration; Section Reading Support Transparencies, History of Our World: 54; Discovery School Video, Petra: Secrets of the Red City	
b.	Trace the development of Egypt as a nation; e.g., three kingdoms, government, economy.	SE/TE: 72–73, 74–79	TR: All-In-One Teaching Resources, Unit 2, Reading Readiness	

			<p>Guide: pp. 7, 10; All-In-One Teaching Resources, Unit 2, Section Quiz: pp. 8, 12; Reading and Vocabulary Study Guide: pp. 32–34, 35–37; All-In-One Teaching Resources, Unit 2, Rubric for Assessing a Writing Assignment: p. 40; All-In-One Teaching Resources, Unit 2, In Her Own Words, pp. 36, 37</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 61, 62</p>	
Objective 1.3: Trace the development of ancient Greece and Rome.				
a.	Examine the sequence of events that led to the development of democracy in ancient Greece.	SE/TE: 174–175, 181	<p>TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 6; Reading and Vocabulary Study Guide: pp. 74–76</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 74</p>	
b.	Analyze the events that led to the rise and fall of ancient Rome.	SE/TE: 231–235, 240–242, 264–265, 270–276	TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: pp. 82, 86, 118, 122; All-In-One Teaching Resources, Unit 3, Section Quiz:	

			pp. 84, 88, 120, 124; All-In-One Teaching Resources, Unit 3, Rubric for Assessing a Writing Assignment: pp. 101, 143; Reading and Vocabulary Study Guide: pp. 101–103, 104–106 TECH: Section Reading Support Transparencies, History of Our World: 79; Discovery School Video, The Rise of the Roman Empire	
STANDARD II: Students trace the development of European history from the Middle Ages to 1900.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard II: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 2.1: Trace historical events of the Middle Ages and the Renaissance.				
a.	Identify the stages of organization of governance; e.g., Germanic tribes, feudal system, merchant class, city-states.	SE/TE: 394–399, 407, 416–418, 420	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: pp. 8, 20; All-In-One Teaching Resources, Unit 5, Guided Reading and Review: pp. 9, 21; All-In-One Teaching Resources, Unit 5,	

			<p>Lords and Vassals: p. 32; All-In-One Teaching Resources, Unit 5, Section Quiz: p. 10; Reading and Vocabulary Study Guide: pp. 148–150; All-In-One Teaching Resources, Unit 5, Small Group Activity: pp. 28–31; All-In-One Teaching Resources, Unit 5, Rubric for Assessing a Writing Assignment: p. 35</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 96; Discovery School Video, Feudal Life in the Middle Ages; History of Our World Transparency, B11: Chart/Table</p>	
b.	Contrast the economic systems of the feudal manor and the Italian merchant-princes.	SE/TE: 397–399, 400–401, 431	<p>TR: All-In-One Teaching Resources, Unit 5, Lords and Vassals: p. 32; All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: p. 8; All-In-One Teaching Resources, Unit 5, Section Quiz: p. 10; All-In-One Teaching Resources, Unit 5, Small Group Activity: pp. 28–31; All-In-One Teaching Resources, Unit 5, Rubric for</p>	

			Assessing a Writing Assignment: p. 35 TECH: Discovery School Video, Feudal Life in the Middle Ages; Section Reading Support Transparencies, History of Our World: 96	
Objective 2.2: Describe the development of European countries from 1700 to 1900.				
a.	Examine how European countries developed over time; e.g., politics, war, economics, religion.	SE/TE: 505, 514–515, 518–520, 523–524, 534–535, 561, 563–567	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: pp. 12, 16, 20, 51; Reading and Vocabulary Study Guide: pp. 203–205, 206–208, 223–225; All-In-One Teaching Resources, Unit 6, Preview and Predict: p. 25; All-In-One Teaching Resources, Unit 6, Guided Reading and Review: pp. 17, 21; All-In-One Teaching Resources, Unit 6, Section Quiz: pp. 18, 22, 97; All-In-One Teaching Resources, Unit 6, Rubric for Assessing a Writing Assignment: p. 40; All-In-One Teaching Resources, Unit 6, Main Idea: p. 106 TECH: Online map practice using web codes mup–	

			1801, map–1831, map–2001; Section Reading Support Transparencies, History of Our World: 112, 115, 119; Discovery School Video, St. Petersburg and Peter the Great	
b.	Identify major events of revolution and their effect on Europe; e.g., industrial, French, Russian.	SE/TE: 530–535, 536–543, 544–545, 546–549, 550–556, 564–567, 600–606	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: pp. 51, 55, 59, 63; All-In-One Teaching Resources, Unit 6, Word Knowledge: p. 70; All-In-One Teaching Resources, Unit 6, Section Quiz: pp. 53, 57, 61, 65; Reading and Vocabulary Study Guide: pp. 210–212, 213–215, 216–218, 219–221; All-In-One Teaching Resources, Unit 6, Enrichment: p. 71; All-In-One Teaching Resources, Unit 6, Rubric for Assessing a Journal Entry: p. 83; All-In-One Teaching Resources, Unit 6, Guided Reading and Review: pp. 56, 59, 64; All-In-One Teaching Resources, Unit 6, Primary Sources and Literature, Closing Speech to the	

			Constitutional Convention, Sept. 17, 1787: pp. 77–78; All-In-One Teaching Resources, Unit 6, Skills for Life, p. 72; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 12; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 13; All-In-One Teaching Resources, Unit 7, Section Quiz: p. 14 TECH: Section Reading Support Transparencies, History of Our World: 115, 116, 117, 118, 123; Discovery World Video, The Rise of Napoleon Bonaparte	
STANDARD III: Students trace the development of modern Europe from 1900 to the present.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 3.1 Examine the effects of war and political unrest on Europe.				
a.	Investigate major causes of World War I and World War II;	SE/TE: 594–598, 607–613, 616–617	TR: All-In-One Teaching	

	e.g., economics, invasion, tyranny.		Resources, Unit 7, Reading Readiness Guide: pp. 8, 16, 20; All-In-One Teaching Resources, Unit 7, Identify Causes and Effects: p. 23; All-In- One Teaching Resources, Unit 7, Guided Reading and Review: pp. 9, 17, 21; All-In-One Teaching Resources, Unit 7, Rubric for Assessing a Writing Assignment: p. 37; Reading and Vocabulary Study Guide: pp. 233–235, 239–241; All-In-One Teaching Resources, Unit 7, Understanding Effects: p. 25; All-In- One Teaching Resources, Unit 7, Section Quiz: p. 18; All-In-One Teaching Resources, Unit 7, Rubric for Assessing a Journal Entry: p. 91 TECH: Section Reading Support Transparencies, History of Our World: 122, 124, 125; Discovery School Video, The Holocaust: In Memory of Millions	
b.	Identify technological and military developments of World War I and World War II; e.g., trench warfare, airplane, military armament.	SE/TE: 597, 618–619, 621, 623, 624	TR: All-In-One Teaching Resources, Unit 7, Learning About World War II Soldiers: pp.	

			30–33	
Objective 3.2: Investigate political and economic development of post-World War II Europe to the present.				
a.	Examine political developments of Europe; e.g., NATO, Cold War, Eastern Europe unrest.	SE/TE: 629, 630–634	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 50; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 51; All-In-One Teaching Resources, Unit 7, Section Quiz: p. 52; Reading and Vocabulary Study Guide: pp. 246–248 TECH: Section Reading Support Transparencies, History of Our World: 126	
b.	Explore the economic development of Europe; e.g., the Common Market, European Union.	SE/TE: 633–634, 656	TR: All-In-One Teaching Resources, Unit 7, Guided Reading and Review: pp. 51, 67; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: pp. 50, 66	
STANDARD IV: Students explore the cultures of ancient civilizations.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: _____ %		

OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 4.1: Explore the culture of the Fertile Crescent and ancient Egypt.				
a.	Examine the role and characteristics of political and social structures in the Fertile Crescent and their significance to the modern world; e.g., Hammurabi's Code, slave labor, gender roles.	SE/TE: 24, 33–35, 40–42, 43–47	TR: All-In-One Teaching Resources, Unit 1, Reading Readiness Guide: pp. 48, 52, 56; All-In-One Teaching Resources, Unit 1, Section Quiz: pp. 50, 54, 58; Reading and Vocabulary Study Guide: pp. 16–18, 19–21; All-In-One Teaching Resources, Unit 1, Rubric for Assessing a Writing Assignment: p. 84 TECH: Discovery School Video, Petra: Secrets of the Red City; Section Reading Support Transparencies, History of Our World: 56, 57, 58	
b.	Explore the importance of religion in ancient Egypt; e.g., governance, art, architecture, everyday life, hieroglyphics.	SE/TE: 75–76, 80–85, 86–87, 88–92	TR: All-In-One Teaching Resources, Unit 2, Reading Readiness Guide: pp. 14, 18; All-In-One Teaching Resources, Unit 2, Enrichment: p. 211; All-In-One Teaching Resources, Unit 2, Section Quiz: pp. 16, 20; Reading and Vocabulary Study Guide: pp. 38–40; All-	

			<p>In-One Teaching Resources, Unit 2, Book Project, Life in the Ancient World: pp. 10–12; All-In-One Teaching Resources, Unit 2, Rubric for Assessing an Journal Entry, p. 39; All-In-One Teaching Resources, Unit 2, Small Group Activity: pp. 31–34</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 63, 64; History of Our World Transparencies, B6: Flow Chart; B2: Flow Chart</p>	
Objective 4.2: Explore the cultures of ancient Greece and Rome.				
a.	Compare life in Athens and Sparta; e.g., government, recreation, religion, arts, theatre, science.	SE/TE: 180–188, 198–203, 206–209	<p>TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: pp. 10, 44, 48; All-In-One Teaching Resources, Unit 3, Section Quiz: pp. 12, 46; Reading and Vocabulary Study Guide: pp. 77–79, 81–82; All-In-One Teaching Resources, Unit 3, Enrichment: pp. 16, 59; All-In-One Teaching Resources, Unit 3, Rubric for Assessing a Writing Assignment: pp. 30,</p>	

			68; All-In-One Teaching Resources, Unit 3, Guided Reading and Review: pp. 45, 49 TECH: Section Reading Support Transparencies, History of Our World: 76	
b.	Describe life in ancient Rome; e.g., government, religion, recreation, art.	SE/TE: 231–235, 236–237, 240–246, 252–258, 259–265, 266–267	TR: Reading and Vocabulary Study Guide: pp. 91–93, 94–96, 98–100, 101–103; All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: pp. 86, 114, 118; All-In-One Teaching Resources, Unit 3, Section Quiz: pp. 88, 120; All-In-One Teaching Resources, Unit 3, Rubric for Assessing a Writing Assignment: p. 101 TECH: Section Reading Support Transparencies, History of Our World: 79; Discovery School Video, The Rise of the Roman Empire; Discovery School Video, Daily Life in Ancient Rome	
c.	Examine manmade structures of Rome; e.g., aqueducts, roads, Coliseum.	SE/TE: 244–245, 254	TECH: Section Reading Support Transparencies, History of Our World:	

			80	
Objective 4.3: Identify the roots of democratic and republican forms of government.				
a.	Describe the components of Greek democracy; e.g., Assembly, citizenship, banishment.	SE/TE: 175, 202–203, 211	TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 44; All-In-One Teaching Resources, Unit 3, Guided Reading and Review: p. 49 TECH: Section Reading Support Transparencies, History of Our World: 74, 76	
b.	Describe the representative government of Rome; e.g., Senate, citizenship, non-citizens, slaves, plebeians.	SE/TE: 231–234, 236–237	TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 82; All-In-One Teaching Resources, Unit 3, Section Quiz: p. 84 TECH: Section Reading Support Transparencies, History of Our World: 79	
c.	Identify important leaders of Greece and Rome; e.g., Pericles, Caesar.	SE/TE: 180–181, 216–219, 234–235, 236–237, 241–242	TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: pp. 10, 52, 53, 86; All-In-One Teaching Resources, Unit 3, Section Quiz: p. 84; Reading and Vocabulary Study Guide: pp. 91–93; All-	

			<p>In-One Teaching Resources, Unit 3, Rubric for Assessing a Writing Assignment: p. 101</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 79; Discovery School Video, The Rise of the Roman Empire</p>	
Objective 4.4: Participate in democratic processes.				
a.	Take part in establishing classroom rules.			
b.	Compare the responsibilities of a good citizen in the United States to a good citizen in Greece and Rome.	SE/TE: 188, 231, 236–237, 253	<p>TR: Reading and Vocabulary Study Guide: pp. 77–79; All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 114</p> <p>TECH: Discovery School Video, The Rise of the Roman Empire; Discovery School Video, Daily Life in Ancient Rome</p>	
c.	Practice the responsibilities of good citizenship; e.g., patriotism, respect others, be responsible.			
d.	Make a contribution to the school, neighborhood, and community; e.g., academic service learning project.			
e.	Participate in patriotic tradition; e.g., pledge allegiance to the flag.			
STANDARD V: Students examine the development of European culture from the Middle Ages to 1900.				

Percentage of coverage in the <i>student and teacher edition</i> for Standard V: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in <i>TE, SE or ancillaries</i> ✓
Objective 5.1: Describe life under the feudal system.				
a.	Compare the lives of a feudal lord and serf.	SE/TE: 394, 397–399, 400–401	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: p. 8; All-In-One Teaching Resources, Unit 5, Guided Reading and Review: p. 9; All-In-One Teaching Resources, Unit 5, Lords and Vassals: p. 32; All-In-One Teaching Resources, Unit 5, Section Quiz: p. 10; Reading and Vocabulary Study Guide: pp. 148–150 TECH: Discovery School Video, Feudal Life in the Middle Ages; Section Reading Support Transparencies, History of Our World: 96	
b.	Examine the role of religion in everyday life.	SE/TE: 400–401, 403, 405	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: p. 12; All-In-One Teaching Resources, Unit 5,	

			Guided Reading and Review: p. 13 TECH: Color Transparencies, History of Our World: 35, 36	
c.	Describe economic structures of the Feudal system.	SE/TE: 397–399, 400–401, 407	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: pp. 8, 12; All-In-One Teaching Resources, Unit 5, Guided Reading and Review: p. 9; All-In-One Teaching Resources, Unit 5, Section Quiz: p. 10; Reading and Vocabulary Study Guide: pp. 148–150 TECH: Discovery School Video, Feudal Life in the Middle Ages; Section Reading Support Transparencies, History of Our World: 96, 97	
Objective 5.2: Explore the impact of inventions and new knowledge leading to and during the Renaissance.				
a.	Explore technological and scientific developments of the time period.	SE/TE: 434–435, 438–439	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: p. 52 TECH: Discovery School Video, Leonardo DaVinci: A Renaissance Man	
b.	Examine the influence of merchant princes of Italy on the	SE/TE: 431–433	TR: All-In-One Teaching	

	development of art and architecture.		Resources, Unit 5, Reading Readiness Guide: p. 48; All-In-One Teaching Resources, Unit 5, Section Quiz: p. 50; Reading and Vocabulary Study Guide: pp. 164–166; All-In-One Teaching Resources, Unit 5, Rubric for Assessing a Writing Assignment: p. 78 TECH: Discovery School Video, Leonardo DaVinci: A Renaissance Man	
c.	Identify the Renaissance masters and their contributions to art and architecture, perspective, portraiture, and sculpture.	SE/TE: 430, 432–433, 437	TR: All-In-One Teaching Resources, Unit 5, Reading Readiness Guide: pp. 48, 52; All-In-One Teaching Resources, Unit 5, Section Quiz: pp. 50, 54; Reading and Vocabulary Study Guide: pp. 164–166, 167–169 TECH: Discovery School Video, Leonardo DaVinci: A Renaissance Man; Section Reading Support Transparencies, History of Our World: 100, 101	
d.	Analyze the impact of the Reformation on Western Europe.	SE/TE: 440, 443, 446–448	TR: All-In-One Teaching Resources, Unit 5,	

			<p>Reading Readiness Guide: pp. 56, 60; All-In-One Teaching Resources, Unit 5, Section Quiz: pp. 58, 62; Reading and Vocabulary Study Guide: pp. 170–172, 173–176; All-In-One Teaching Resources, Unit 5, Rubric for Assessing a Writing Assignment: p. 78</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 102, 103</p>	
Objective 5.3: Examine social and economic issues of Europe from 1700-1900.				
a.	Determine the impact of the Industrial Revolution on Europe; e.g., labor, manufacturing, trade, availability of goods.	SE/TE: 550–556, 568–569	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 63; All-In-One Teaching Resources, Unit 6, Recognizing Nonliteral Meanings: p. 69; All-In-One Teaching Resources, Unit 6, Guided Reading and Review: p. 64; All-In-One Teaching Resources, Unit 6, Section Quiz: p. 65; Reading and Vocabulary Study Guide: pp. 219–221; All-In-One Teaching Resources, Unit 6, Rubric for Assessing a	

			Journal Entry: p. 83 TECH: Section Reading Support Transparencies, History of Our World: 118; Go online for an activity on the Industrial Revolution using web code mud-1940	
b.	Identify the social classes of Europe; e.g., aristocracy, merchants, commoners.	SE/TE: 552–553, 556	TR: All-In-One Teaching Resources, Unit 6, Guided Reading and Review: p. 64; All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 63	
c.	Describe the impact of the French and Russian Revolutions on the people of Europe.	SE/TE: 540–543, 548, 600–606	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 55; All-In-One Teaching Resources, Unit 6, Section Quiz: p. 57; Reading and Vocabulary Study Guide: pp. 213–215, 236–238; All-In-One Teaching Resources, Unit 6, Rubric for Assessing a Journal Entry: p. 83; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 12; All-In-One Teaching Resources, Unit 7, Guided Reading and	

			Review: p. 13; All-In-One Teaching Resources, Unit 7, Section Quiz: p. 14 TECH: Section Reading Support Transparencies, History of Our World: 116, 123; Discovery School Video, The Rise of Napoleon Bonaparte	
d.	Describe how social and economic issues led to emigration.	SE/TE: 489, 556	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 55	
STANDARD VI: Students examine the development of European culture from 1900 to the present.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 6.1: Analyze the impact of war on Europe.				
a.	Examine the reasons for war; e.g., religion, politics, power, economics.	SE/TE: 594–597, 598, 605, 607–612, 616–617, 631–632, 657	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: pp. 8, 16, 20; All-In-One Teaching Resources, Unit 7, Identify Causes and Effects: p. 23; All-In-One Teaching	

			<p>Resources, Unit 7, Guided Reading and Review: pp. 9, 17, 21, 51, 67; All-In-One Teaching Resources, Unit 7, Rubric for Assessing a Writing Assignment: p. 37; All-In-One Teaching Resources, Unit 7, Understanding Effects: p. 25; Reading and Vocabulary Study Guide: pp. 239–241; All-In-One Teaching Resources, Unit 7, Rubric for Assessing a Journal Entry: p. 91</p> <p>TECH: Section Reading Support Transparencies, History of Our World: 122, 124, 126</p>	
b.	Identify the governance structures of Europe 1900-1945; e.g., fascism, socialism, communism.	SE/TE: 600–606, 611–612	<p>TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 12; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 13; All-In-One Teaching Resources, Unit 7, Section Quiz: p. 14; Reading and Vocabulary Study Guide: pp. 236–238</p> <p>TECH: Section Reading Support Transparencies, History of Our World:</p>	

			123	
c.	Analyze the consequences of war on Europe; e.g., poverty, famine, disease, destruction of life and property.	SE/TE: 598–599, 608–610, 612, 620, 624	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: pp. 8, 20; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: pp. 9, 17; Reading and Vocabulary Study Guide: pp. 233–235, 242–244; All-In-One Teaching Resources, Unit 7, Learning About World War II Soldiers: pp. 30–33 TECH: Section Reading Support Transparencies, History of Our World: 124, 125; Discovery School Video, The Holocaust: In Memory of Millions	
Objective 6.2: Explore the culture and current events of modern Europe.				
a.	Examine governance and economic structures.	SE/TE: 634	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 50; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 51	
b.	Explore the effect of world influence on country traditions; e.g., pop music, clothing, food.	SE/TE: 652–656	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness	

			Guide: p. 66; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 67 TECH: Section Reading Support Transparencies, History of Our World: 130	
c.	Investigate issues facing Europe today; e.g., pollution, economics, social structure, country borders.	SE/TE: 656–658	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 66; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 67; All-In-One Teaching Resources, Unit 7, Section Quiz: p. 68; Reading and Vocabulary Study Guide: pp. 258–260	

STANDARD VII: Students explore the geographical features of ancient civilizations.

Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 7.1: Examine the major physical and political features of early civilizations.				
a.	Compare the physical features surrounding the Fertile	SE/TE: 29, 30–32, 67, 68–73	TR: All-In-One Teaching	

	Crescent and ancient Egypt; e.g., water, deserts, mountains.		Resources, Unit 1, Reading Readiness Guide: p. 4; All-In-One Teaching Resources, Unit 2, Reading Readiness Guide: p. 7; All-In-One Teaching Resources, Unit 2, Section Quiz: p. 10; Reading and Vocabulary Study Guide: pp. 32–34 TECH: Online map practice using web codes lbp–2211, lbp–2311; Discovery School Video, Ancient Egypt: Life on the Nile; Section Reading Support Transparencies, History of Our World: 61	
b.	Examine the importance of water in the development of civilization.	SE/TE: 9, 16, 20, 22, 32, 69–71, 72–73	TR: All-In-One Teaching Resources, Unit 1, Reading Readiness Guide: pp. 9, 13, 17; All-In-One Teaching Resources, Unit 2, Reading Readiness Guide: p. 7 TECH: Section Reading Support Transparencies, History of Our World: 53, 54, 61; Discovery School Video, Ancient Egypt: Life on the Nile	
c.	Analyze the importance of geographical features and climate in agriculture.	SE/TE: 9, 14–16, 32, 36–37, 69–71	TR: All-In-One Teaching Resources, Unit 2,	

			<p>Reading Readiness Guide: p. 7; All-In-One Teaching Resources, Unit 2, Rubric for Assessing a Journal Entry: p. 39</p> <p>TECH: Discovery School Video, The First Great Migration; Section Reading Support Transparencies, History of Our World: 54, 61; Discovery School Video, Ancient Egypt: Life on the Nile</p>	
d.	Compare historical and modern maps of the region.	SE/TE: M17; 29, 31, 39, 67, 77, 94–95	<p>TR: All-In-One Teaching Resources, Unit 2, Skills for Life: p. 30</p> <p>TECH: Online Map Practice using web codes lbp–2211, lbp–2221, lbp–2232, lbp–2311, lbp–2322</p>	
Objective 7.2: Explain how the physical geography of a region determines isolation or economic expansion.				
a.	Examine the impact of mountains and seas on ancient Greece.	SE/TE: 167, 169–170, 212	<p>TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 6</p> <p>TECH: Online map practice using web codes mup–0601, lbp–2624</p>	
b.	Analyze the geographic features that aided Rome’s growth; e.g., Mediterranean Sea, Red Sea, Nile River, mountains, plains, valleys.	SE/TE: 229, 233, 235, 241, 272	TR: All-In-One Teaching Resources, Unit 3, Reading Readiness Guide: p. 83; All-In-One Teaching Resources, Unit 3,	

			Section Quiz: p. 54 TECH: Online Map Practice using web code mup-0933	
c.	Compare historical and modern maps of the region.	SE/TE: 167, 190, 197, 212, 219, 227, 231, 248, 251, 262, 272, 278	TECH: Online map practice using web codes mup-0601, mup-0701, 16p-2624, lpb-2635, mup-0801, mup-0812, mup-0901, mup-0922, mup-0933	
STANDARD VIII: Students examine the boundary changes of Europe from the Renaissance to 1900.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: _____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: _____ %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i>(SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
Objective 8.1: Analyze the influence of geographic features in determining country borders.				
a.	Use maps to identify the geographic features of Europe.	SE/TE: 429, 431, 447, 479, 505, 514, 519, 561	TECH: Online map practice using web codes mup-1501, mup-1512, mup-1543, mup-1701, mup-1801, mup-1821, mup-1831, mup-2001	
b.	Relate the establishment of countries to the physical features of Europe.	SE/TE: 429, 431, 447, 479, 505, 514, 518-519, 563-567	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 16 TECH: Online map practice using web codes mup-1501, mup-1512,	

			mup–1543, mup–1701, mup–1801, mup–1821; Discovery School Video, St. Petersburg and Peter the Great	
Objective 8.2: Determine the influence of political change on country borders.				
a.	Compare maps of Europe from 1700 to 1900.	SE/TE: 505, 514, 519, 561	TECH: Online map practice using web codes mup–1801, mup–1821, mup–1831, mup–2001	
b.	Describe the role of politics in changing country borders from 1700 to 1900.	SE/TE: 546–549, 561, 562–567	TR: All-In-One Teaching Resources, Unit 6, Reading Readiness Guide: p. 59; All-In-One Teaching Resources, Unit 6, Guided Reading and Review: p. 59; All-In-One Teaching Resources, Unit 6, Section Quiz: pp. 61, 97; Reading and Vocabulary Study Guide: pp. 223–225 TECH: Section Reading Support Transparencies, History of Our World: 117, 119; Online map practice using web code mup–2001	
STANDARD IX: Students analyze European boundary changes from 1900 to the present.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: _____ %		Percentage of coverage not in student or teacher edition, but covered in		

		the ancillary material for Standard VII: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition</i> (SE) and <i>Teacher Edition</i> (TE) (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	Not covered in TE, SE or ancillaries ✓
Objective 9.1: Investigate the role of invasion on changing political boundaries of Europe.				
a.	Compare the changes in country borders before and after World War I.	SE/TE: 598, 617	TR: All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: pp. 8, 20; All-In-One Teaching Resources, Unit 7, Guided Reading and Review: pp. 9, 21 TECH: Section Reading Support Transparencies, History of Our World: 122	
b.	Locate the Allied and Axis powers during World War II.	SE/TE: 617, 620, 622–624	TR: All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 21; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 20 TECH: Section Reading Support Transparencies, History of Our World: 125; Online map practice using web code mup–2141	
c.	Compare pre- and post-World War II boundaries.	SE/TE: 622, 629	TECH: Online map practice using web codes mup–2141, mup–2201	

Objective 9.2: Describe the changes in country borders after the breakup of the Soviet Union in 1990 and today.				
a.	Identify the European countries that emerged in 1990.	SE/TE: 633	TR: All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 51; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 50	
b.	Compare maps of Europe in 1990 with those of today.	SE/TE: 629	TECH: Online map practice using web code mup–2201	
c.	Identify current political and physical boundaries of modern Europe.	SE/TE: 629, 656	TR: All-In-One Teaching Resources, Unit 7, Guided Reading and Review: p. 67; All-In-One Teaching Resources, Unit 7, Reading Readiness Guide: p. 66 TECH: Online map practice using web code mup–2201	